Name: Adam Karnes Age/Grade Level: 10th  
Subject Area(s): Language Arts Unit Title: Literary Devices  
Lesson Title: Metaphors in Context       Estimated Time: 60 minutes  
Well written lesson See comments below Be sure to include handouts you create with lesson materials.  
Purpose/Rationale for lesson:

Enable students to be able to define metaphor and to identify examples of metaphor in a text. OK  
  
Curriculum Framing Questions: OK

Essential Question:

How do authors create meaning?  
Unit Question that applies to this lesson:

How do authors use literary devices to create meaning?  
Lesson or Content Question(s):

How does metaphor function to make a comparison? In what ways does metaphor differ from other forms of comparison, such as simile? What are some metaphors in the Denise Levertov poem “A Tree Telling of Orpheus”?  
  
Goal:

Students will develop a foundational understanding of how authors create deep meaning with language.ok

Learning Objective:

Each student will exhibit the ability to identify multiple metaphors from at least two sample texts.OK  
  
Curriculum Standard:

“Identify various literary devices, including figurative language.”(EL.HS.LI.09)

Materials Needed:

Paper handouts with sample text from "A Tree Telling of Orpheus," metaphor definition, metaphor handout, and metaphor T-chart. Please include examples of handouts with lesson materials uploaded to wiki  
  
Background knowledge or skills students need prior to lesson: OK

Students need to understand comparison and what constitutes a text (prose or poem).  
  
Hook or Introduction to get students’ attention and get them:

Introduce some commonly employed metaphors or metaphors in the news--first in conversation, then on the board or screen. What examples will you use? Include them here.  
  
Procedures:

(Throughout the exercises, ask for student feedback and monitor for student involvement. Be available for questions.)  
  
1. What is a metaphor? 15 minutes

Ask students for a definition of metaphor.  
Give a definition in a handout (metaphor is an implied comparison) and show examples from the following website. (Display website on a screen that all students can clearly see. Print a copy for students if visibility is an issue.):  
[http://www.englishclub.com/vocabulary/figures-metaphor.htm](http://www.englishclub.com/vocabulary/figures-metaphor.htm" \t "_blank)  
  
Explain the connection between a noun and how a metaphor relates to it. Focus on the implied nature of the comparison. Emphasize how the metaphor does not relate to the word it is being compared to in every way, but in one or more essential ways.  
Ask the students if they have any questions.  
Ask a student for feedback on a definition of a metaphor. (Randomized selection via Deck of Fate\*)  
  
2. Metaphor identification exercise 10 minutes

Give students the handout from the following website (credit the author on the handout):  
[http://www.rhlschool.com/eng3n26.htm](http://www.rhlschool.com/eng3n26.htm" \t "_blank)  
Ask students to guess the best answer based on what has been discussed so far.  
Call on students via the Deck of Fate to report on their selection.  
Ask for a rationale for their choice. (Be supportive, but ask students to be specific as to why they chose their answers.)  
Discuss the appropriateness of the various interpretations. Demonstrate how certain answers are superior to others given the comparison that is being made.  
  
3. Metaphor brainstorm 10 minutes

Ask students to pair with an elbow partner.  
Ask the pairs to think of metaphors that they have heard in the past, either in conversation, on the television, or in a song or book.  
Encourage students to consider lyrics ("The world is a vampire"), titles of books or movies ("The Jungle"), or common phrases ("He's a bear").  
Pair-share time. (Call on pairs via Deck of Fate to give some examples.) Ask the students to talk about how they feel about the metaphor and if they think the metaphor makes a good comparison.  
  
4. Metaphor creation 10 minutes  
  
Ask the students to remain in their groups of three.  
Ask the students to create a metaphor. Give a handout for student to get their ideas started--students can choose a noun from the handout and then create a metaphor for that noun. For students with a disability--or if a student is stuck--give them a T-chart with nouns on one side and metaphors on the other. These students can select a metaphor from their list.  
Ask groups at random (Deck of Fate) to report out. Ask them to explain why they picked the metaphor they did. Also, ask students if they could have picked a different metaphor and how that would have changed the meaning of the thing being described.  
  
5. Metaphor in text 15 minutes

Identify metaphors in the selected passage from "A Tree Telling of Orpheus."  
The instructor will read aloud selected passage from poem.  
Ask students to pair up with an elbow partner to locate metaphors in the poem. Tell students to circle the metaphors and then discuss how the metaphors in the text compare two things.  
Select student pairs at random (Deck of Fate) to share their findings. Discuss as a class how the metaphors function as comparisons.  
  
Differentiation/Accommodation for diverse learners in your classroom.  
Our group has 1 ADHD, 1 TAG, 1 or 2 IEP at three grade levels below in reading (use a 7th grade text or a vocab guide).  
  
ADHD--Frequent use of pairing or groups will help the ADHD student to stay focused. For the metaphor creation, the ADHD student will have the added help of a metaphor generating chart, if needed.  
  
TAG—Give the student additional length from the poem “A Tree Telling of Orpheus” for part five. Also, ask the student to think of two ways in which the use of metaphor adds to the meaning of the poem.  
  
IEP--To accommodate the IEP students who are at a seventh grade reading level, the textual handouts will include a short glossary for problem words. The instructor will also confer with these students to ensure that they understand the reading.  
  
Attention to Literacy:  
Students will need to follow the instructor as he reads the poem aloud, and later they will need to read and study the poem on their own. You are teaching the definition of a metaphor and students are interpreting text to identify metaphors. They are also creating their own metaphors  
  
Closure:  
Remind the students to remember that comparisons are being made all around them. Ask them to watch and listen for metaphors being used (either good or bad) and ask them to bring the examples they see back to class. Examples can be found in advertising, brand names, and nicknames, among many others. Just for fun, give them the link to the Shakespearean Insult Generator--remind students that most name-calling is a form of metaphor. Ask students who use the generator to write down their favorite Shakespearean insult with a metaphor. [http://www.glencoe.com/sec/literature/cgi-bin/splitwindow.cgi?top=http://www.glencoe.com/sec/literature/top2.html&link=http://www.pangloss.com/seidel/Shaker/index.html](http://www.glencoe.com/sec/literature/cgi-bin/splitwindow.cgi?top=http://www.glencoe.com/sec/literature/top2.html&link=http://www.pangloss.com/seidel/Shaker/index.html" \t "_blank)?  
  
Assessment and Evaluation of Student Learning:  
Students will return to class with at least one example of a metaphor they have encountered, or if students do not encounter a metaphor, they will create one of their own. Students must also be able to explain how this example is either a good or a bad metaphor.  
  
\*Deck of Fate--Before class begins, place a playing card in front of each seat. Later, when selecting students at random, draw from a matching set of cards. This reassures students that you are not showing preference and motivates them to stay engaged. (Borrowed from Howard Yank)